

Childminder report

Inspection date:

11 February 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children look forward to attending the childminder's warm and welcoming home. They are happy, keen to play and join in games in a calm and relaxed atmosphere. They listen well to the childminder especially when she is talking about safety.

Children are kind and considerate and play together well. They listen to each other's views and are respectful of others' opinions. Children behave very well and begin to have an understanding of how their actions affect others. For example, older children allow younger children to have the first turn when playing games.

The childminder has high expectations for the children in her care and is a good role model. Children have good manners and are very polite. The childminder encourages children's independence skills well. For example, during a cooking activity children break eggs, and cut up fruit and vegetables themselves. Children are learning good practical skills for the future.

Good 'partnership working' with the local schools enables the childminder to have a better understanding of the needs of the children who attend. She works well to complement their learning in school. For example, children practise 'key' words and read their school books while at the setting.

What does the early years setting do well and what does it need to do better?

- The childminder evaluates her service effectively. She seeks the views of parents and children and uses this information when planning activities. She knows the children well and plans enjoyable activities. For example, children enjoy using different resources such as pens that smell, including 'watermelon' and 'key lime pie' scents.
- Children confirm they feel safe and secure. They say they especially like playing with the other children. Children form secure friendships and enjoy one another's company. This helps children to build on their social, physical and creative skills.
- Children enjoy eating healthy snacks, such as strawberries, mango and pineapple. They are provided with nutritious home-cooked food and given opportunities to help prepare and cook meals themselves. Children develop high levels of concentration. For example, children are extremely engaged and listen attentively as they prepare an omelette for dinner.
- The childminder builds good relationships with parents. Parents comment that their children 'settle well' and that communication between the childminder and the school is 'really good'.
- Children learn good hygiene practices. They know to wash their hands before

food and know that germs may be unseen. The childminder teaches children about the value of healthy eating. They learn how food makes the brain grow and how protein in eggs helps your bones develop. Children learn that too much sugar is harmful to the teeth and how you might get a hole called a 'cavity'. Children have a very good understanding of healthy eating.

- Children develop close attachments to the childminder and each other. For example, children cuddle each other when they leave the childminders home. The childminder supports children's developing self-esteem effectively. For instance, she praises them and promotes their emotional well-being.
- Since the last inspection, the childminder has continued to develop the outside area to further enhance play for children who love to be active outdoors. For example, children play with ride-on toys, use the climbing cube or enjoy the playhouse.
- Children treat one another and the childminder with respect and learn to be tolerant of others' views and beliefs. Children learn to be resilient and have a positive attitude to learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of procedures to keep children safe. She attends child protection training and takes part in fortnightly meetings with other professionals to keep her knowledge up to date. She ensures that her paediatric first-aid training is current. She knows what to do and who to contact if she has a concern about a child's welfare. Risk assessments are effective. The childminder checks her home and environment for any hazards and takes suitable measures to minimise any potential risks. The access to the premises is securely locked.

Setting details

Unique reference number	116146
Local authority	Surrey
Inspection number	10136763
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	2 March 2016

Information about this early years setting

The childminder registered in 2000. She lives in Hersham, near Walton-on-Thames, in Surrey. She operates Monday, Tuesday, Thursday and Friday, from 7.30am to 9am and 3pm to 6.30pm, term time only. The childminder holds an early years foundation degree.

Information about this inspection

Inspector

Susan Allen

Inspection activities

- The inspector viewed the play spaces and observed interactions between the childminder and children.
- The inspector discussed how the childminder reviews and improves her practice.
- The childminder and the inspector carried out a joint observation together.
- A range of documentation was sampled, including training certificates.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020